Discussion

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form ket of a considerable
discussion on the Subject
of the P.N.S. U. Manifesto.
They were rad on wednesday
enning by Mr. Franklis
with Phin Plasons auswers

me following notes from party on controlling the support of the P. No. al. Manifest; employed on the support of the P. No. al. Manifest;

fertion 1. I wish that same fuller definition had been added of what is meant by knowledge, as used by Mina Mason throughout the pamphlet, the more as, for the man in the etreet, it usually means information; and though in fection 10 it is engressly pointed out that information is not education, anyone who had read so far under the impression that knowledge meant information, would have got an entirely wrong impression of the writer's meaning. I could wish, therefore, that at the outset it had been clearly stated that knowledge means something very different from information.

In Section 1 it is said that the petting of knowledge, and the retting of delight in it are the ends of a child's education." This partly does what I mean by including in knowledge the element of delight in it. But even that Is nardly large enough. We do not know anything until we have made it completely our own, and can use it. Real knowledge implies power, and the definition of it should therefore include both pleasure in its attainment and pleasure in its use It is, of course, in the sense of information that, as Miss Mason says in Section 4, "educational theorists systematically depreciate knowledge,"—and rightly. But if we does admit that there can be no real knowledge without use and without delight, then all that she says holds good. But in that were, the statement in Section 1, that the principle which heeps our great Purise Schools perennally alive is that they

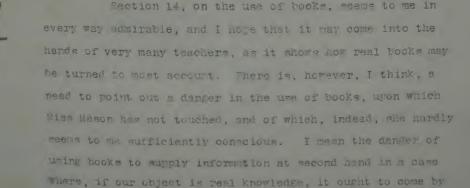
Nive aron books, comes as a snock to those who are accustomed to see in this precisely their weak point, for the reason that the knowledge simed at in the Public School by the use of books is too often mere information, with little use mide of it, and less delight in it. It is true that the best Public School boy is a fine product :- he has had the capacity to get something in the end out of the books he has used, and es they are amongst the finest books in the world, he could hardly fall to get something good from them. But it has been in spite of, and not because of, the hideous waste of energy in his earlier training; and at hest, he has less power, and a narrower outlook, than would have been the case not only if he had been trained by other means than books alone, but if the books themselves had been rightly used in the earlier stages. Of course I know that with all this Miss Mason is really in agreement. But I think the wording of the first Section is unfortunate, as it might easily convey an entirely opposite impression. The real remedy is the one she suggests. that, as preparation even for the proper use of books at the Public School, there is need of a wide curriculum, including both things and books, (and .- as I should say .- things even more than rocks), up to the are of 14, as she says (or of 15 as I would rather say,) when a narrower and more concertrated course of study may well begin. In fact, I think that the whole subject would be made clearer if one began by invisting on the need of two stages of School training: - one, the wide

general course up to about fifteen; and after this age a more specialised course, in which the requirements of the later career ought to be considered. For example, all that she says in Section 16 is perfectly true, if we are thinking only of the earlier stage; but by no means true of the later. And though she has throughout confined her attention to the earlier stage, it would be well, I think, to make the point clear stage, it would be well, I think, to make the point clear at the outset, or a careless reader might suppose that there was to be no place in education for the requirements of the special for the calling in life, and so dismiss it all as unpractical.

It is most necessary to protest, as she does in Section 3, against early specialisation, and selecting some subjects to the exclusion of others, instead of letting a boy's so discussing interests have free play, and then later follow the lines of natural aptitude to follow later.

or the one mand, sha in Marter; on the other. But do ordinately, as she mays, can be made duite ridiculous one meaning.

In reading section 17, I am inclined to stand up for oral teaching, and to plead that it has its use. In many cases, I am sure that a child is unable to get much real good out of a book, unless he comes to it with some interest in its contents already in his mind, and some knowledge too, to which to attach what the book tells him. A previous oral lesson gives an opportunity for awaking such interest, and grousing the child's own questions on the subject, to which answers will afterwards to found in the book. Again, I do not doubt that his lesson is agreed with this, but her statement, as it stands, seems to me too sweeping, and likely rather to public the teacher.



ictual observation and experience. This seems to me to be

exemplified in some specimens quoted in the Appendix: - as.
for instance, in the account of bees, derived from "The Pairy
Land of Science." Surely this would have been ten times as
valuable if it represented what the child had actually noticed.
And so with other examples fiven on page 30, which seem to me
I must confess, to show the wrong use of books.

In the same way, at the end of Section 17 I should like to protest against the statement that the young shall learn what life is from the living books of those who know."

We can only learn what life is by living it; and no course of books can supply the place, for a child, of a life with much freedom and much activity. And this is why I say that in this earlier stage acquaintance with things is even more necessary that acquaintance with books. Books can grouse, better, perhaps, than anything else, intellectual interests, and are necessary to give food for those finer feelings which are in part intellectual. But for the development of true mental power, as well as manual skill and practical interests, the training of contact with things is absolutely necessary; and in swelling on the use and the need of books, one must not allow it to be surposed that too much is claimed for them.

These other needs are all allowed for in the summary fiven in the second Appendix; but even there I cannot help thinking that a little too much is expected in the way of book-work. Your experience must be very different from ours, if you find that more than one modern language can be

learnt with advantage, as well as Latin, at this stare.

I hope the above notes do not seem hypercritical, but it is just because I am so heartily in sympathy with almost all that Miss Mason urges, and because I feel that it needs to be brought strongly home to all parents and teachers, that I would wish it to be free from any appearance of one-sideoness, and from any possibility of misunderstanding.

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